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ABSTRACT

As part of the second grade curriculum of introductory economics, this unit of the Focus on Inner City Social Studies (FICSS) series (See SO 008 271) explores housing and communities. The unit is an active study in which children explore and probe into community conditions. They experiment with methods of improving their own environment and develop self esteem in belonging to groups working to raise community standards. One activity urges students to call or write the health department to learn how to get rid of rats and pests and, then, to talk to adults to see what can be done to reduce health hazards that may exist in a neighborhood. The unit also explores why people live where they do; responsibilities of tenants and owners; and what effects urban renewal has on housing. The format of the unit includes an introduction, essential source materials for teaching the unit; knowledge, skill, and behavioral objectives; learning activities; and teacher and student resources. (Author/JR)

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GREEN POWER: HOUSING

GRADE TWO, UNIT TWO

2.2

according to the
"Comprehensive Social Studies Curriculum for the Inner City"
as developed by

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INTRODUCTION

SCOPE OF THE SECOND GRADE CURRICULUM

The curriculum of grade two builds upon the basic learnings gained as a result of the curriculum of the previous year. The emphasis for this year is on helping students understand basic economic principles as they affect their needs and wants. But this is not traditional economics scaled-down, since important areas drawn from consumer economics and sociology are also included when they enhance the pupils' understanding of the dimensions of the problem.

Specifically the units in grade two include:

2.1 Green Power: Clothing
2.2 Green Power: Housing
2.3 Green Power: Wants and Needs
2.4 Housing in Other Places Around the World.

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INTRODUCTION TO UNIT 2.2

This unit continues the study of spending money to satisfy basic needs. Inner city children may face problems of housing unique to their condition. They may live in makeshift and inadequate housing where overcrowding and inconveniences are their daily experience. Their neighborhood may be changing almost daily as people move in and out, and they may have had to move several times in their short lives.

The unit explores such basic questions as: 1) Why do people live where they do? 2) What are the responsibilities of tenants and owners? 3) How can they make their homes and neighborhoods more liveable? 4) What alternatives for housing are available to people of limited income? and finally, 5) What effects does urban renewal have on housing?

This is intended to be an <u>active</u> study in which children explore and probe into conditions. They will experiment with methods of improving their own environment and develop a feeling for the importance of being involved in groups working to raise the standards of the community.

INTRODUCTION

Introduction to a Unit Teaching Strategy

Suggested Teaching Procedures and Introductory Activities

Teaching Procedures

1. These units are based on a depth study strategy approach. It is felt that this method is consistent with the "learn by doing" theories of John Dewey, which have been corroborated by Piaget.

2. The basic steps for this strategy consists of introductory activities conducted by the teacher which excite the interest of the student and cause him to ask questions about the new study. These questions serve as an intorduction to the scope of the topic.

3. The students, working in groups or individually, research the questions they have raised and categorized. Each student contributes to the committee work in his own special way and at the same time, develops the ability to work in a group situation.

4. One of the most easily recognized trends in the development of recent thought in social studies education is that which is directed toward providing inquiry experiences for the pupil. In these experiences students would not necessarily be told the meaning of the data they would encounter nor would the data necessarily be presented to them. They would have to search for it and to bring meaning to that which they found. From this description, then, it is seen that the depth study strategy proposed here is in concert with the spirit of inquiry.

5. When the group prepares its presentation for the class, they have many occasions to review and restructure their information. After hearing each of the presentations the teacher leads the class in an overview and helps them gain perspective on the topic. The facts gained are used to develop hypotheses and generalizations. Again the facts and understandings are used to develop the culminating activity. Although each of these activities is somewhat different, they all are forms of review or reuse of acquired information. The student, then, is involved in no less than three opportunities to recall and use the new data. Each time, of cours, the information is called for in a new context.

6. In a depth study approach, the teacher assumes the role of the structurer of learning activities. In addition, the teacher is the most readily available resource person, both for process and content. The class could conceivably ask the teacher to talk to them about a specific topic or to discuss a film or filmstrip. If the teacher has had special experiences which are pertinent to the study, the class may call upon him to show slides or to deliver a special talk.

AN OUTLINE OF A
TEACHING STRATEGY INCORPORATED INTO UNITS

PHASE	PURPOSE
I. Introduction	To motiviate students.
II. Raising of Questions	To list students' questions.
III. Categorization of questions by students	To organize ideas. To provide experiences in critical thinking.
IV. Formation of and instructions to committees	To form groups for social or psychological ends. To place responsibility for learning upon the shoulders of students.
A. Tasks	To let students know they are defining, pursuing, and reporting their own study.
B. Roles	To aid students in identifying desired organizational schemes for small groups and to help them define the responsibilities and behaviors of leaders and group members.
C. Methods of Researching Information	To aid students in locating, recording, organizing and presenting information.

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PHASE	PURPOSE
V. Information Retrieval	To allow students the opportunity to answer their own questions, to employ their library skills, to develop critical thinking and logical organization of data.
VI. Committee Reports	To develop and rehearse the presentation to the class.
VII. Perspective and overview	To hear the reports of each committee which has sought answers to the questions of the class.
VIII. Developing Hypotheses and Generalizations	To integrate the findings of the committee reports, to note trends, likenesses and differences when compared with other examples known by the students.
IX. Culminating Experiences	To study the information presented to discover some basic principles of the social sciences which may be operant.
	To gain further perspective and to enhance recall.

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MINIMUM ESSENTIAL MATERIALS

The following materials are considered essential for teaching this unit:

	Teacher	Pupil	Price
1. Living as Neighbors. Holt, Rinehart and Winston, $3.40 each.		8	$27.20
2. Local Studies. Scott, Foresman, $2.70 each.		8	21.60
3. We Live In The City. Bert Ray, Children's Press, $2.75 each.		8	22.00
4. 5" Reel of Tape (recorded), @$5.00.	1		5.00
5. Slides @30¢.	30		9.00
6. Instamatic camera @$10.00		1	10.00
7. Color-slide Instamatic film @$2.00		2	4.00
		TOTAL	$98.80

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OBJECTIVES

Knowledge

The pupil will know that

1. families choose to live where they do due to changes in family size, changes in family income, changes in employment of adults, convenience as far as transportation and shopping facilities, desire for less crowding, for people of similar ethnic and socio-economic groups, and for better schools.

2. families sometimes have to move because their houses are being torn down for urban renewal or highway construction.

3. families may have to move because they can't pay the rent.

4. neighborhoods change due to aging of houses, change of types of families moving in or out, building of commercial or industrial facilities nearby, changes in the race, religion, or national origin of people moving in or out.

5. families may move to avoid integration.

6. families may move to avoid a rising crime rate.

7. living in the inner city may mean living close to unpleasant conditions created by industry.

8. as neighborhoods become crowded, some people (who have the money)move to the suburbs or less densely populated areas of the city.

9. suburbs are small towns or cities around a central city; most of the residents are white; people from the suburbs have further to travel to work or shop downtown.

10. renting a house is usually easier and requires much less savings than buying a house.

11. rent is money paid to a landlord for the right to live in his property.

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Knowledge (Cont.)

12. there are many types of houses; single family, single family converted to multi-family, duplex, duplex converted to accommodate several families, apartments, apartments which have been subdivided, trailers...

13. each type of housing has advantages and disadvantages (see content of Committee #2, section 1).

14. a tenant can improve his home by keeping it clean and avoiding attracting pests.

15. a tenant can improve his home by fixing, painting, and decorating it.

16. a tenant can get a landlord to improve his home by showing that he is caring for the property, by offering to make improvements, informing the landlords of health problems, and if necessary by organizing a rent strike.

17. a large sum of money is sometimes needed as a downpayment in order to buy a home.

18. a landowner must pay taxes to pay for city services and schools.

19. people like to own a home so that they can make it the way they want it to be, so that they can use their money to buy a house which is theirs, so that they won't have problems with landlords.

20. the homeowner must care for his property or it will lose its value; he must repair the roof, broken windows, doors, etc., keep the wood painted so it will not rot, and care for the law

21. some homeowners use a house as a way to make money by renting it to others.

22. in order to make more money, some homeowners will divide living space so that they can get rent from more families.

23. a person who rents a home to others should keep it in good repair.

24. rent money pays for repairs, the mortgage, taxes, and profit to the owner.

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Knowledge (Cont.)

25. landlords can evict tenants who do not care for their property; they can refuse to make repairs; they can ask tenants to move.

26. the government builds homes for poor and/or old people who can't afford to pay high rent.

27. H.U.D. - is the Department of Housing and Urban Development in Washington.

28. M.H.A. - is Metropolitan Housing Authority located in most large cities.

29. there is not enough public housing for the many people who desire or need it; people are on a waiting list.

30. in some public housing, tenants must keep up their homes or move; apartments are inspected regularly by a group of other tenants.

31. public housing is not run for profit; it is run to provide homes for those who need low cost housing.

32. public housing sometimes has playgrounds, maintenance crews, tenant councils to solve problems and to determine rules, social events for children and adults.

33. some public housing has caused problems for people who live there-(see Committee D).

34. most of the money for urban renewal comes from the federal government.

35. urban renewal is intended to eliminate slums and slums are sometimes replaced by businesses.

36. when land is cleared for urban renewal, many times people are forced to move, often creating new slums.

37. the city may want new businesses instead of new houses since businesses pay more taxes and use less services such as police and fire protection and schools.

38. people can pressure to have urban renewal plans designed to include low-cost housing.

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Skills

The pupil will be able to

1. work with others on a committee assignment as evidenced by his making contributions to group decision-making and his offering aid to fellow committee members.

2. locate information on housing in newspapers, magazines, and books.

3. gain information on housing through techniques such as personal or telephone interview, writing letters, and limited surveys.

4. distinguish between fact and opinion, fact and fiction.

5. compare information about a topic drawn from two or more sources to recognize agreement or contradiction.

6. draw inferences and make generalizations from evidence.

7. suspend judgment and/or make tentative conclusions.

Attitudes

The pupil will

1. believe that group living requires a high degree of group cooperation as evidenced by his willingness to share voluntarily in classroom housekeeping chores.

2. believe that he can help improve his home as evidenced by his voluntarily bringing in projects which do so.

3. want to improve the quality of his home living as evidenced by his retelling of efforts he and his family have taken toward that end.

4. desire more information on housing as evidenced by his voluntarily bringing in related newspaper and magazine articles.

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Attitudes (Cont.)

5. take pride in the quality of his work as evidenced by his efforts to organize and present data thoroughly and clearly.

Behaviors

The pupil will

1. follow classroom rules.
2. carry through assignments of his committee.
3. be courteous and considerate of others.
4. cooperate with fellow committee members and the leader.
5. listen calmly and courteously to a differing point of view.

00015

STRATEGY	LEARNING ACTIVITIES
1. Introductory Activities A. To interest pupils in the study of housing. B. To raise questions which will structure the unit study.	Scene I Mr. (s) Clean: Mrs. Pigpen, when you took a bath you left it filthy. I had to scrub it for an hour before I could bathe my children. Mr. (s) Pigpen: That bath was clean enough for me. You can scrub it all you want. Besides, the landlord should get us a new bathtub that stays clean. Clean: I can't stand sharing this bath with you. You are really a mess. I'm going to see about buying a house. I don't want to rent a house with you. Scene II Clean: I'd like to buy a house. Banker: That's nice. Do you have enough money for the down paymemt? Clean: What's that? Banker: Well, you will need a down payment in order to get a mortgage. Clean: I don't even know what a mortgage is. Banker: Mr. (s) Clean, I think you might be better off renting a house until you know more about buying one. Have you applied for public housing?

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STRATEGY		LEARNING ACTIVITIES
I. Introductory Activities (Cont.)	Clean:	Gee, I didn't know there was anything called <u>public housing</u>. Is that like <u>urban renewal</u>?
	Banker:	Mr.(s) Clean, I think you need lots of help before you can decide what kind of housing you need and what you can afford. Perhaps you can come back when you have learned more about housing.

THE END

D0037

STRATEGY	LEARNING ACTIVITIES
II. Raising Questions	Ask the class if they remember the basic details of the playlet. Ask what terms Mr.(s) Clean did not know. Ask them what they would have to know in order to help Mr.(s) Clean find better housing. Have the pupils look at the bulletin board on which the teacher has mounted photos and articles relating to each of the following areas: poor housing conditions litter homes in poor repair a moving van middle and upper class neighborhoods urban renewal public housing Ask the pupils to list questions which they should investigate in order to help Mr.(s) Clean and in order to help themselves know more about housing. The class should develop about 40 to 50 questions. Some of the questions they might raise are: 1. What is a mortgage? 2. What is a down payment? 3. Why do people move? 4. What does a landlord do? 5. What is public housing? urban renewal? The teacher should encourage questions by referring to aspects of the PIGPEN skit and the bulletin board as well as local conditions known to students.

STRATEGY

III. Categorizing Questions

A. To organize the questions raised by the class into researchable topics.

B. To identify topics which can be pursued by class committees

LEARNING ACTIVITIES

The class can be guided into organizing the questions they have raised by asking them which questions talk about the same thing as question 1, 2, etc. Later they can label these categories.

The writers of this unit, of course, are unable to predict what categories the class may decide upon. It does seem reasonable that they might come upon the following four topic areas:

Committee A - WHY DO WE LIVE WHERE WE LIVE?
Committee B - OWNING A HOUSE
Committee C - RENTING A HOME
Committee D - PUBLIC HOUSING & URBAN RENEWAL

The content of this unit has been organized according to these topics. It can, however, be reorganized according to the topics determined by the class.

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STRATEGY	LEARNING ACTIVITIES	CONTENT	MATERIAL
V. Information Retrieval Committee A Why Do We Live Where We Live?	**Make up a** simple questionnaire with such questions as: 1. Why do you live here? 2. How far is your work? 3. Do you use buses? 4. Do you shop in the neighborhood? Have each child take several and use them to interview their parents and a neighbor or two. List or picture stores, schools, churches, buses, hospitals, doctors which service the community. Read and collect <u>want-ads</u> to see what types of housing are available in your neighborhood. Collect pictures of many types of housing and label them as "new", "middle-aged", and "old". Find pictures of homes converted into apartments. Or take pictures of some in your neighborhood. Use the slides in the kit to illustrate different aged neighborhoods.	I. <u>Why do we live where we live?</u> A. Economic reasons 1. Close to work, schools, buses, stores. 2. This is the neighborhood our family can afford. B. Social and political 1. To be near family (relatives and friends) 2. To be near people like ourselves to share interests. 3. Because we are not welcome in some neighborhoods. C. Family needs for housing 1. Family size changes a. A young couple needs little space. b. When children come more room is needed. c. After the children are grown, the father and mother may need less space (consider special needs of older people) d. Some families must share homes with relatives who have no home of their own.	Questionnaire duplicated so that each pupil has several. Newspaper want-ads.

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STRATEGY	LEARNING ACTIVITIES	CONTENT	MATERIAL
V. Information Retrieval Committee A Why Do We Live Where We Live? (Cont.)		2. Employment changes a. Some families must move to a place where a job is. b. If several work, the family must be where many jobs are available. c. Unemployment, divorce, death, or illness of wage earner may necessitate moving to a cheaper home. d. Sometimes people move to avoid paying rent or being evicted. 3. Neighborhoods change a. Urban renewal or highway building means houses are torn down. b. Sometimes we get a chance for better housing or less expensive public housing. c. Neighborhoods change over time 1) New housing areas usually have fewer trees and flowers, most people in such new houses are buying them. 2) As neighborhoods get older, they are more settled. Houses have trees and lawns, and some have new additions built on. 3) Old neighborhoods have old houses from which the original owners may have moved. Many houses have been converted into apartments for several families.	Old magazines to cut pictures from. Slides in kit. Camera in kit.

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STRATEGY	LEARNING ACTIVITIES	CONTENT	MATERIAL
V. Information Retrieval Committee A Why Do We Live Where We Live? (Cont.)	Get information about moving from a moving van company. Role-Play: 1. Mother-father, three or four children. Father has an offer of a better job on the other side of the city. Have a family talk about moving. 2. A neat family lives next door to a very messy family. Have the clean ones decide how to help their neighbors change. Then let them meet with the messy ones and see how it goes. 3. A mother with two children finds out her house is going to be torn down for urban renewal. She has to move in with her mother. Set out the way this is planned by the two women and the children.	d. Some people want to leave the city. 1) When people of other groups or races move in some residents decide to leave. a) They don't understand others' ways. b) They may fear strangers. c) They think others will not take care of their property, and the value will go down. d) They think they will be able to have more space and a better place to bring up children. e) Some suburbs make blacks unwelcome but they cannot legally refuse to let them live there. 2) Some leave because of fear of crime. a) More stealing in city where more people are poor. b) Drug addicts may rob other people to get money for drugs. c) When people live too close together, there are more fights. d) When many people have no jobs, they may get into trouble.	Simple costumes for socio-drama.

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STRATEGY	LEARNING ACTIVITIES	CONTENT	MATERIAL
V. Information Retrieval Committee B Owning A House	Invite a home owner to talk to the class (preferably a parent) about his experiences and his reasons for choosing to buy a house. Cut out real estate ads and pictures for a display. Visit a building site to see how a new house is constructed or visit a house being repaired. Survey how many families in the classroom own their home? rent their home? How many rooms in your house? How many families? Old? New? Role-Play: Have one group of <u>tenants</u> and another of landlords discuss what each feels is his responsibility and the responsibility of the other. Invite a landlord to come to talk to the class about his feelings about renters. Write a rental agreement in simple terms and discuss each obligation.	I. Owning a house A. As a resident 1. How do we buy a house? a. Save for a down payment (about 20%) b. Get a loan, mortgage which is paid for like rent for 15-25 years. c. Pay taxes and insurance (about $400 more per year). 2. Some families can buy homes with help from the government. a. Usually ADC mothers or families. b. Government pays down payment--mortgage paid like rent. B. Owning a house as a business 1. Why do people rent out houses and apartments? a. They may move out and rent their old house. b. They may live in part of the house and make the rest into apartments. c. They divide the space into several apartments to make more money. 2. What are a landlord's responsibilities? a. Maintenance of building, plumbing, furnace, etc. b. Sidewalks and drives. c. Roofs and drains.	Real estate ads and pictures of houses for sale. A rental agreement.

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STRATEGY	LEARNING ACTIVITIES	CONTENT	MATERIAL
V. Information Retrieval Committee B Owning A House (Cont.)		d. Painting and decorating (major). e. Replacing windows and fixtures. 3. Landlord's use of rent a. to pay off mortgage. b. Taxes-renter is a taxpayer. c. To pay for repairs and improvements. d. Landlord's profit. 4. What can landlord do is tenants don't keep up their agreement? a. Ask them to move. b. Evict them. 5. Problems of landlords a. Some renters are not clean. They destroy or wreck the property. b. When renters move out owing rent, often the place is unfit to rent to others. c. When renters can't pay, landlord must still pay the taxes. d. Sometimes, when landlords do make repairs, the tenants may just wreck the place again- so the landlord gives up. e. If the house is likely to be sold for urban renewal, the owner may not get back money which he spent on repairs.	

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STRATEGY	LEARNING ACTIVITIES	CONTENT	MATERIAL
V. Information Retrieval Committee C Renting A House	Make one part of the room "single family" houses. Put desks far apart. Make another part a "high rise apartment", put many desks very close together. This should be done for a whole day. Ideas will suggest themselves to illustrate the discomforts of crowding (waiting to use the toilet or handbowl, for instance). Have each child tell or write how he felt in both situations. Invite to class or interview parents who live in different types of homes (the more contrast, the better) and get their personal views.	I. Types A. Single family 1. Advantages a. Space b. Room for playing outdoors c. Room for a garden d. Dining room and special function rooms. e. More privacy. a. Disadvantages a. Requires most upkeep, cleaning. b. Cutting grass. c. More expensive to rent. d. High utility bills. B. Single family - converted to multi-family. 1. Advantages a. Somewhat lower rent than single family unit. b. Reduced upkeep. c. Others available to help when needed to baby sit, repair the car, move the appliance, etc. 2. Disadvantages a. Reduced privacy. b. Shared bath, etc. c. Social problems arising from sharing.	

STRATEGY	LEARNING ACTIVITIES	CONTENT	MATERIAL
V. Information Retrieval Committee C Renting A House (Cont.)	Role Play: Arrange the desks to simulate a five room apartment. Role-play a day in the life of a family of five. Then divide the apartment to be used by two families; decide whether or not to build a new kitchen, whether to share the bath, etc. Move two families into this five room apartment. (May also be extended to turning one room into an "efficiency, etc.") Cut out ads from rental section of newspaper. Determine which kinds of homes cost more to rent, in which locations, etc. Invite someone who lives in a trailer to speak to the class or to agree to an interview tape recorded by one of the committee.	d. Lack of cleanliness of others. e. Higher noise level. C. Two family homes (duplex) 1. Advantages a. Somewhat lower rental than single unit. b. More private than converted single unit and more space. c. Fewer social problems than converted single unit. d. Shared upkeep on yard. e. These homes, too, may be converted into multi-family dwellings having the same disadvantages as B above. D. Apartments 1. Advantages a. Lower rent than single unit or more space and/or newer units for the same price. b. No need to upkeep yard. c. Usually near transportation. d. More people around to help watch children, etc. 2. Disadvantages a. Fewer rooms than single units. b. Smaller rooms.	

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STRATEGY	LEARNING ACTIVITIES	CONTENT	MATERIAL
V. Information Retrieval Committee C Renting A House (Cont.)		c. Limited outdoor yard space. d. Shared elevator, incinerator, rubbish and storage areas. e. More people in same area. f. Limited parking or garage facilities. g. Steps to climb or elevator out of order. (Apartments, too, may be subdivided to house more than a single family as originally designed. The advantages and disadvantages of this type of dwelling are similar to those of B above, and the disadvantages of D.) E. Trailers 1. Advantages a. Very low rental and upkeep. b. Most appliances built in. c. Furnished. 2. Disadvantages a. Limited room for recreation, study, etc. b. Limited privacy. c. Usually far from shopping centers, transportation, schools.	

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STRATEGY	LEARNING ACTIVITIES	CONTENT	MATERIAL
V. Information Retrieval Committee C Renting A House (Cont.)	Listen to tape in kit about keeping garbage covered, picking up bottles, etc. Talk about or visit a Salvation Army or other type of used-furniture store to find sources of inexpensive used furniture. Cut out pictures from magazines which show what can be done with modest means to improve rooms, furniture... Bring in wallpaper books and paint charts. Make a "Ways to Better My Home" chart. Plant flowers at school to take home. Boys might wish to tell how to use some tools which they could use to improve their homes. Practice "housekeeping" at school. Make a "My Housekeeping" chart for students to keep track of what they do to help at home.	d. Not good for large families. e. Usually can't be located anywhere except trailer park outside the city. II. How does a tenant improve his home? A. Keeping the house clean, garbage disposed of in incinerators or covered garbage cans, no food on open surfaces... B. Paint up (sometimes landlord buys paint - tenant paints. C. Decorative curtains and accessories, plant flowers in yard or in window boxes or pots, slipcover old furniture, make the most of what is available. D. Make simple repairs.	Old copies of magazines. Wallpaper books. Paint charts. Seeds, soil, clay pots, tools from home. Chart paper. Magazine photo. Cardboard frame. Glue. Fixable furniture.

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STRATEGY	LEARNING ACTIVITIES	MATERIAL
V. Information Retrieval Committee C Renting A House (Cont.)	Find some things to fix in your home. Encourage your parents to offer to fix up or paint in your home. Call or write the health department. Learn ways to get rid of rats and other pests. Talk to adults to see what can de done to reduce these health hazards if they exist in your neighborhood. Consult the NAACP, the public legal aid, or other qualified agencies or persons concerning the procedures for organizing a rent strike. Ask people you know who are renters about the kinds of problems they face and if their landlords are willing to make needed repairs. If not, ask them what they intend to do about it? Cut out articles from the papers on poor living conditions and/or rent strikes.	III. How to get a landlord to improve your home. A. Show him that you are caring for his property. B. Offer to paint a room if he will provide the paint. C. Offer to make minor repairs if he will supply the materials. D. Let the landlord know about some of the health problems you, your family, and others may face in his building. Ask him to correct these. E. If conditions warrant, and the landlord will not make essential repairs, tenants may organize a rent strike notifying the landlord of their intention to withhold their rent until repairs are made.

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STRATEGY	LEARNING ACTIVITIES	CONTENT
V. Information Retrieval Committee D Public Housing and Urban Renewal	This section of the unit starts with a general overview of public housing and urban renewal. The concepts are presented through a case study of Metropolitan Housing in Akron, Ohio, and of Urban Renewal in that same city.	PUBLIC HOUSING I. The government has a department of housing. HUD - Housing and Urban Development. A.. Money comes from HUD to help provide decent housing for people who cannot afford to rent or buy regular housing. B. There are many different programs by which HUD provides housing. 1. Financing public housing. (The government provides most of the money to build houses). 2. Rent supplement program. (The government rents houses from regular landlords and then rents the houses to poor people. The renter pays what he can afford and the government pays the rest of his rent.) 3. Home ownership program a. HUD pays the down payment and the family pays off the mortgage like rent. b. This program is available usually to mothers on Aid to Dependent Children. Not many can get it. II. Local Metropolitan Housing Authorities. A. The money for public housing comes into a city through the local Metropolitan Housing Authority. 1. The local housing authority plans

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STRATEGY	LEARNING ACTIVITIES	CONTENT
V. Information Retrieval Committee D Public Housing and Urban Renewal (Cont.)	If some of the children live in public housing, let them be the "experts" who make a report to the MHA about the conditions in their project. Have the children who live in public housing write about it or draw pictures about it. See if the local manager of a public housing project will come talk to the class. If possible, take the class on a visit to a local project with the idea that they will plan in advance to look for such things as cleanliness, play space, number of families who must use the areas, safety, etc. Take pictures for the report.	for and oversees the building of public housing. 2. Acts as a rental agency for public housing and for rent assistance. 3. Is responsible for whatever tenant rules are enforced. B. Kinds of public housing 1. Large, high-rise apartments. a. In cities like Chicago, St. Louis. b. Many families living close together. c. Some buildings have only one elevator which is often out of use or unsafe. d. The same elevator must be used to move as well as to carry passengers. e. Sometimes there is no place for children to use a toilet on the first floor, and they can't make it up to their apartment. f. In some apartment buildings, gangs and addicts or other criminals take over the hallways and elevators, and it is very dangerous for other people to go out. g. Vandalism begins in some buildings, and then those who can leave do so, leaving a building filled only with the people who absolutely can't go anywhere else. h. Example: Pruitt-Igoe Project in St. Louis is in such bad condition that it may have to be torn down. i. In Chicago, some gangs control different buildings, and children who do not belong to the gangs just cannot leave even to go to school.

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STRATEGY	LEARNING ACTIVITIES	CONTENT
V. Information Retrieval Committee D Public Housing and Urban Renewal (Cont.)		j. Usually these projects house mainly blacks. They are highly segregated. 2. Some public housing is well planned and well run. (Example: see the case study of Biruta Project in Akron, Ohio) III. Urban Renewal A. The federal government helps communities by providing money to clean out slums. 1. The city must make plans for clearing out an area and clearing the land. 2. The government helps the city to pay the owners for the land and to pay to have the buildings torn down. 3. After the land is cleared, the city can sell it to anyone who wants to put a building on it. (The government support makes it possible for cities to charge less for land - but it is not important for second graders to know this). 4. Usually the land is used for small businesses. a.) Urban renewal is not necessarily a housing renewal project. b.) More often than not, housing is torn down and replaced by businesses. c.) Usually the housing that is built on the cleared land is very expensive and does not serve the people who had to sell out. 5. Advantages of urban newal. a. Old, dilapidated slums are torn down. b. New, attractive buildings take their place. The city looks better and attracts more people to live, work, or shop there.

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STRATEGY	LEARNING ACTIVITIES	CONTENT
V. Information Retrieval Committee D Public Housing and Urban Renewal (Cont.)		d. The businesses help to pay the taxes that pay for services needed in a big city. e. Usually the crime rate in that area goes down. 6. Disadvantages of urban renewal. a. Many poor families are forced to move. 1. Local offices are set up to help them find houses, but often there are none available. b. Other areas of the city become crowded with families that were forced to move, and they begin to become slums. c. When the first few houses are torn down, everyone wants to move right away, and vandalism and general degeneration of the neighborhood begins. IV. Other community improvement programs. These may be included if such groups are active in the community where the class lives, and if they are known to the students. A. Model Cities - Demonstration Cities. 1. Federally funded programs designed to assist local residents in improving their city and upgrading the community. a. Day care centers. b. Informal education programs for all ages. c. Recreation. d. Home improvement and beautification. 2. They are "maximum-feasible participation" projects. a. Local residents serve as leaders. b. Decisions referred to voters in area.

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STRATEGY	LEARNING ACTIVITIES	CONTENT	MATERIAL
V. Information Retrieval Committee D Public Housing and Urban Renewal (Cont.)	"Case study" of public housing in Akron, Ohio (slides and tapes). Use camera to get pictures of public housing. This information refers to Akron. Investigate public housing in your own area. Compare your local conditions to those in Akron. List some ways all public housing could be made better for the people. Ask someone from the local MHA to address the class. Get written material from them.	B. Community Action Council 1. Federally funded local improvement programs based on local participation and leadership. 2. Designed to build leadership within the community. THE AKRON CASE STUDY I. Akron Metropolitan Housing Authority is building housing for people who cannot afford to pay high rent. A. Rent is according to family size and income. B. Some public housing is just for old people. C. There are not enough places in public housing for people who need them. 1. Usually you must be on a waiting list. 2. Before you can get an apartment you must attend classes to learn how to care for your home. 3. Apartments are inspected regularly to be sure that they are clean. 4. If the tenant doesn't keep his place clean, he can be evicted. D. The landlord is a public official, and the government does not run public housing to make money. 1. Playgrounds are provided. 2. All maintenance and lawn work is done by special crews of workers. 3. Tenants are organized into Councils. Each has a president. a. Councils need to discuss plans, rules, and problems. b. The council decides the rules and enforces them.	

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STRATEGY	LEARNING ACTIVITIES	CONTENT	MATERIAL
V. Information Retrieval Committee D Public Housing and Urban Renewal (Cont.)	This is a continuation of case study in Akron, Ohio. Use the slides and tapes for ideas and investigate your own community. Take pictures to show the class. Get news articles about urban renewal and read carefully to see what provision is made for people	c. The council may agree to ask a tenant who fails to keep up his apartment to move. 4. The M.H.A. has a social officer who plans events for the tenants' recreation: a. Trips to zoo, theater, etc. b. Parties. c. Scouting activities E. Rent Supplement Program 1. M.H.A. also leases houses from landlords and rents them at lower rent to people who cannot afford high rent. F. M.H.A. builds and rents some single family houses. II. Urban renewal affects housing in Akron A. The federal government provided money to re-build the inner city. 1. The city bought land and houses (which they tore down). a. Many owners get too little for their houses to be able to buy another. b. There were people who are supposed to help families relocate. 1) Very little housing was available. 2) Many people in urban renewal areas all moved out when a few houses were torn down.	Copy of rental agreement rules, etc. of M.H.A., Akron, Ohio (in kit). Tapes and slides. Camera. Newspapers.

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STRATEGY	LEARNING ACTIVITIES	CONTENT	MATERIAL
V. Information Retrieval Committee D Public Housing and Urban Renewal (Cont.)	Find out how much housing is in your urban renewal project. What are the rents? Contact your local urban renewal or Model Cities director and ask them to send a speaker. Prepare questions to ask. Have class compose a letter about the effects of urban renewal on people and send it to the local newspaper.	a) Vandalism-fires. b) Criminals, addicts, drunks, etc. stayed in abandoned houses. c) Rushed to get houses that were available. 3. Urban renewal and highway projects tore down houses and built businesses. a. Businesses pay more taxes than do slums. b. Downtown stores and businesses want to get customers back from shopping centers. c. The land was sold to private owners. 4. Urban projects may include some housing. a. Never as much as was destroyed. b. Sometimes it was several years before any new housing was built. c. Urban renewal housing is usually designed to make money so it is high rental property. d. People usually have to move farther from their factories or jobs. 5. How can people protect themselves from the bad effects of urban renewal? a. From neighborhood councils. b. Write to newspapers.	

STRATEGY		SOME SUGGESTED REPORTING ACTIVITIES
VI.	Reporting Committee Findings	Committee A: 1. Report the results of the questionnaire and what it shows. 2. Display pictures of community services that make a neighborhood a good place to live. 3. Show how people use want-ads in the newspaper to find housing. 4. Make a bulletin board showing houses of different ages and types. 5. Show the slides that depict different types of neighborhoods. 6. Perform one of the role-playing skits for the class. Committee B: 1. Invite a home owner to speak to the class. Prepare a list of questions to ask. 2. Display real estate ads showing the cost of buying a house. 3. Distribute and discuss the results of your survey. 4. Invite a landlord to talk to the class about his business. Prepare questions for him. Committee C: 1. Present the simplified rental agreement to the class and explain it to them. 2. Present a panel discussion by parents (or students) who live in different types of houses. 3. Play the tape and show the slides. 4. Make a display of pictures of pretty rooms and furniture. 5. Have several boys show how to use simple tools in home repairs. 6. Keep a "housekeeping chart" for the room. 7. Demonstrate to the class painting a piece of furniture. 8. Make a bulletin board showing news articles about housing conditions.

STRATEGY	SOME SUGGESTED REPORTING ACTIVITIES (CONT.)
VI. Reporting Committee Findings (Cont.)	Committee D 1. Show the tape-slide presentation of the case study of public housing, Akron, Ohio. 2. Show the slides that you took of your own community. 3. Display any materials you were able to get from your local public housing office. 4. Invite an official of public housing or a resident to speak to the class. Prepare questions you want to have answered. 5. Give the tape-slide case study of Akron Urban Renewal. 6. Display pictures of local urban renewal projects. 7. Invite someone who has had to move because of urban renewal to talk to the class. Make a list of questions to be answered. 8. Plan a field trip to an urban renewal project. 9. Have the class compose a letter to the local newspaper about how urban renewal affects housing. 10. Pick out several people to have a "debate" about the advantages and disadvantages of urban renewal in your community.

STRATEGY	LEARNING ACTIVITIES
VII. Overview	After the committees have reported to the class, time should be allowed to review what has been learned and to evaluate the efforts to the learners. Perhaps the class will choose to consider all the original questions that were raised and see whether they have been answered. The major questions will require review so that a foundation is laid for going beyond the material studied to the generalizations. There will be some <u>big questions</u> to consider as a result of the study. They may be questions of opinion: Do we think our community needs more public housing? or "Should this town go ahead with urban renewal before there are homes provided for displaced families?" Or they may involve judgments that are economic: "Is it better to rent or to try to buy a home?" or "Should public housing be only for poor people or do others need government help in paying rent?" There are value questions that involve social awareness: "Should inner-city families (or blacks) try to move to the suburbs so that integration can be realized? "Should we try to mix all different types of people together so they can learn to understand each other?" Such questions and many others will suggest themselves to the class and to the teacher, and they should be discussed, not with the aim of indoctrination, but in order to clarify thinking and to give the children experience in making their own value judgments. It is important that the opinions of all be respected and that there be no "right" answer.

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STRATEGY	CONTENT
VIII. Generalizations	Generalizations are not to be "taught" by the teacher and memorized by the class. Rather, they must develop from the learning experiences of the children. The generalizations listed here are derived from the material presented in the unit. It is not expected that all pupils will arrive at all of them.

1. Families live where they do because of family size, income, and employment.
2. Families may have to move because of personal economic problems.
3. Urban renewal or rebuilding projects usually result in displacement of many families and may work real hardship on them.
4. Some people move out of cities to avoid integration.
5. Most suburbs are white, and most do not welcome black residents.
6. Before a family can buy a house it must save a large sum of money.
7. There are many types of housing, and generally older housing is more apt to be crowded and unsatisfactory.
8. Some people own houses which they rent out in order to make money, and to do so they are likely to convert to more and more units while providing less maintenance.
9. Renters are taxpayers.
10. Renters have a responsibility to keep their homes as neat and clean as they are able.
11. Children can help keep their homes and neighborhoods attractive by picking up litter and by being careful about waste they discard.
12. Homeowners must keep their property in good repair.
13. Renters who do not care for their property or pay the rent can be evicted.
14. Taxes on houses pay for services such as police and fire protection and schools.
15. People who own their own homes can make it the way they want it and have privacy.

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STRATEGY	CONTENT
VIII. Generalizations (Cont.)	16. It does not cost a lot to paint and fix up furniture to make it more attractive. 17. There are many simple repairs which can be made by residents. 18. The government builds homes for many people who cannot afford high rent. 19. There is not enough public housing for those who need it. 20. In some public housing projects the tenants must keep their place clean or move. 21. Tenants may organize in order to have more power to influence landlords. 22. Money for urban renewal comes from the federal government. 23. Urban renewal gets rid of slums, but usually replaces homes with businesses. 24. Cities want more businesses because they bring in more taxes and need less services than houses. 25. Residents can resist the bad affects of urban renewal by organizing, demonstrating, writing letters to councilmen and to newspapers. 26. It is important that every family plan to spend their money for housing wisely.

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STRATEGY	LEARNING ACTIVITIES
IX. Culminating Activities	1. Present again the playlet which opened the unit. Expand it to show more that was learned in the unit. 2. Prepare a display for the hall bulletin board or a display case. Show the learning activities used by each committee and some of the interesting things which were done. 3. Put on a program for parents, another class, or the PTA. Include some of the skits or role-playing done in the unit, or invent better ones. Show slides that were taken by the class. Write stories about families living in the city, and read them to the audience. Make a display of newspaper ads, pictures, painted furniture, etc., that were done for the unit study. Invite the audience to comment on your presentation.

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RESOURCES

Books:

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Hader, Berta and Elmer. Big City. New York: Macmillan Company, 1947.

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Urell, Catherine et al. Big City Homes. Chicago: Follett Publishing Company, 1954.

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RESOURCES (CONT.)

Basic Texts:

Benefic Press, Chicago. You and the Neighborhood. p. 5-34.

Heath Publishing. Communities at Work. Unit III.

Scott, Foresman. In the Neighborhood. pp. 72-145.

Silver Burdett. Communities and Their Needs.

Singer Company. Your Community and Mine. Chapters 6 and 13.

Films:

Building a House. Encyclopedia Britannica Films, 11 minutes.

The New House: Where It Comes From. Coronet, 11 minutes.

Kinds of Houses. Encyclopedia Britannica Films.

Man's Shelter Today. McGraw-Hill.

Tools and Materials for Building Houses. Encyclopedia Britannica Films.

Why We Need Houses. Encyclopedia Britannica Films.

Jimmy Visits the City. Coronet, 1954, 11 minutes.

RESOURCES (CONT.)

Filmstrips:

Fred, Black American Boy. Singer S.V.E. Children of the Inner City Series.

In and Out of the Neighborhood. Encyclopedia Britannica Film.

Live in a Large City. McGraw-Hill.

Sharing With Neighbors. Encyclopedia Britannica Film.

Kinds of Houses. Encyclopedia Britannica Film.

Parts of a House. Encyclopedia Britannica Film.

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